

College of Education

Department of Educational Policy Studies and Evaluation

Rules of Shared Governance

Preface – The purpose of these governing policies is to promote efficient and effective conduct of the mission of the Department of Educational Policy Studies and Evaluation. These rules are intended to be consistent with the *Governing Regulations* (hereafter referred to as GR), the *Administrative Regulations* (hereafter referred to as AR), and the College of Education Rules of Shared Governance of the University of Kentucky, which are incorporated by reference in this document. The faculty of the Department adopted this governance document to provide an authorized framework for effective Department functioning.

Educational Policy Studies and Evaluation is an interdisciplinary department in which historical, philosophical, socio-cultural, economic and comparative/international perspectives are brought to the study of educational trends, policies, and issues, from preschool to graduate and adult education. We offer degree programs for students interested in both academic and applied careers, encouraging students to design a program of study that meets their individual interests. We have both full- and part-time students, and our graduates work in diverse educational and community both within and outside of the U.S. Our focus on research methods is a hallmark of our department. We have a strong tradition of field studies in education, emphasizing ethnographic, historical, and context-based research. In addition, over the last decade we have expanded our offerings in advanced educational statistics, measurement, and evaluation approaches.

Organization of the Document. In addition to the Preamble, the Mission, and Vision, the Rules of Shared Governance Document contains four core elements. These elements identify the responsibilities of the faculty and those procedures and policies that are the responsibility of the Chair and delegated members of the Department.

Part I. Rules for Faculty Educational Policy Making

Our department has a history of participatory decision-making, emphasizing inclusion of all full-time faculty members of the department community. In cases of disagreement, we work for consensus, occasionally recognizing the need of members of our community to stand aside or call for a vote. We prefer to make most policy decisions by consensus. For some decisions, such as approval of curriculum or when the Dean requests a faculty vote, a recorded faculty vote is required. In those instances, we use the following rules:

- A. Faculty membership
 1. Full-time faculty members in the College of Education are employed in regular, special, research, clinical, or lecturer title series positions. University regulations related to appointment, reappointment, promotion, and the granting of tenure for all title series can be accessed at the following links:
 - a. Regular title – <http://www.uky.edu/regs/files/ar/ar2-2-1.pdf>
 - b. Special title – <http://www.uky.edu/regs/files/ar/ar2-4.pdf>
 - c. Clinical title – <http://www.uky.edu/regs/files/ar/ar2-6.pdf>
 - d. Lecturer title series – <http://www.uky.edu/regs/files/ar/ar2-9.pdf>
 - e. Research title series – <http://www.uky.edu/regs/files/ar/ar2-5.pdf>

2. The Department of Educational Policy Studies and Evaluation shall consist of its Chair and full-time faculty whose primary appointments are in the department and who have the rank of assistant professor, associate professor, or professor in the regular or special title series, or in a non-tenure track series (e.g., clinical title series).
3. On graduate program matters, only those with associate or full graduate faculty status may vote unless the graduate faculty have voted to include those without graduate faculty status.
4. The Department of Educational Policy Studies and Evaluation shall consist of no more than 25% faculty in Clinical Title Series appointments, as per AR 2.6.

B. Faculty Officers

1. Chair – The Chair of the Department shall serve as chair of the faculty with the privilege to vote in the event of a tie vote of the faculty. **Note:** The Department Chair is automatically parliamentary chair.
2. Recording Secretary – One of the department’s administrative staff, or the designee, shall serve as recording secretary of the Faculty Meetings with responsibility to record and prepare the minutes and submit to the Department for approval.

C. Meetings

1. Scheduling – Faculty meetings shall be scheduled monthly during the fall and spring semesters, starting with the beginning of the term (e.g., August & January) with date, time and place to be determined by the Chair in consultation with the Faculty, except when the Chair and Faculty, together, determine a meeting is not necessary by a majority vote. The Chair shall preside over these meetings except as the Chair may delegate that function.
2. At the end of the academic year, the Department will hold a working retreat to review student progress and discuss any other department planning issues with the date, time and place to be determined by the Chair in consultation with the Faculty, except when the Chair and Faculty, together, determine a meeting is not necessary by a majority vote. The Chair shall preside over these meeting except as the Chair may delegate that function.
3. The agenda for each meeting shall be determined by the Chair in consultation with the Faculty. Any item proposed by a faculty member shall be considered for inclusion on the agenda by the Chair. Efforts should be made to distribute the agenda in a timely fashion.

4. Minutes – The minutes of each faculty meeting will be prepared by the recording secretary and circulated to the Faculty for approval prior to the subsequent faculty meeting

The recording secretary, or Chair's designee, is responsible for supervising the maintenance of files and making any required edits (including posting to online archives) of the Faculty meeting minutes and correspondence in the College administrative offices.

5. Parliamentary Procedures – The department prefers participatory decision making and therefore will not conduct meetings following a rules of order structure.

D. Committee Structure

All department-level committees are considered *ad hoc* committees. They shall be appointed by the Faculty to address Department issues and circumstances. Issues and circumstances for forming such committees could deal with areas of teaching and advising, student affairs, computer resources, continuing education, special teaching technologies and so forth. These committees expire no later than one year after their appointment unless the Faculty act to renew the committee's existence for another year.

E. Procedures for Amendment of Rules

In order to facilitate the regular update and review of the rules document, the department, at a minimum, should review the rules once a year. The Department Faculty shall evaluate and revise any section of this Rules Document where necessary to eliminate inconsistencies, clarify confusing statements, and note omissions, and may initiate or suggest to the Chair any necessary modification in the Rules.

APPROVALS FOR (PREFACE AND) PART I

Note: Governing Regulations (GR VII.A.6) require

- (1) Approval by Department Faculty
- (2) Transmittal by Chair to Dean
- (3) Approval by the Dean for consistency with GRs/ARs/SRs
- (4) Approval by the Provost for consistency with GRs/ARs/SRs Approval

of (Preface and) Part I by the Department Faculty:

Enter Date of Faculty Vote to Approve:

12.17.19

Date

Transmittal by Department Chair

Kelly D. Bradley

12.20.19

Kelly D. Bradley, Chair
Department of Educational Policy Studies & Evaluation

Date

Approval of (Preface and) Part I by Dean



Julian Vasquez Heilig, Dean
College of Education

1/6/20

Date

Approval of (Preface and) Part I by Provost

David W. Blackwell
Provost

Date

Notes and Dates on Previous Reviews and Amendments:

Part II. Procedures for Faculty Personnel Actions and Budget Request Preparation

A. Appointment, Reappointment, Non-reappointment, Terminal Reappointment, Promotion, Tenure
The procedures to be used in the department for preparing such recommendations will conform to University of Kentucky Administrative Regulations (e.g., AR 2:1-1, GR VII and the Matrix of Minimum Consultation and Written Judgements).

1. The Consulted Faculty are those as outlined in AR 2:1-1 and GR VII.

2. Procedures

- a. Dossier prepared to support evaluation - For each recommendation to promote and/or grant tenure, the department chair and faculty member shall develop a dossier which contains items as identified in AR 2:1-1 Appendix II – Matrix of Dossier Contents, <http://www.uky.edu/Regs/ar.htm>, following the timetable set forth by the Provost.
- b. The faculty member requests a consultative meeting with the chair at or before the time of annual performance review in the cycle prior to the one in which the faculty member expresses desire to be reviewed for promotion and/or tenure.
- c. The chair will select and confirm a minimum of six (6) external reviewers the spring or early summer prior to the submission of the dossier.
 - i. The faculty member being reviewed for promotion and/or tenure will provide the names and contact information of four possible external reviewers of their choice in accordance with AR 2:1-1. The faculty member being reviewed for promotion and/or tenure shall not contact the four suggested reviewers regarding the dossier during the review process.
 - ii. In accordance with AR 2:1-1, at least four (4) of the letters from outside of the University shall come from reviewers selected by the chair independent of the candidate for promotion or tenure.
 - iii. In order to identify additional external reviewers, the following sources will be consulted: faculty listings, biographies, and vitae from benchmark institutions; editorial boards and reviews panels from top related area professional journals; and leadership rosters within appropriate professional and research organizations. The list of scholars identified from all sources will be refined to exclude individuals who were untenured or had worked closely with the faculty member in the past. Reviewers should be at arms-length from the candidate as stipulated in the Provost's annual memo on promotion and tenure.

- iv. The faculty member should submit the external review materials to the chair by July 15th and the chair will mail the materials to the reviewers no later than August 5th; however, an earlier set of dates is preferable and may be designated by the chair. The chair will request receipt of the external letters of review and brief bios of the reviewers by September 15th at the latest.
- d. The faculty member should submit the university dossier to the chair no later than the first day of classes for the fall term.
- e. Upon receipt of external review letters, the chair will insert letters into the dossier and make the dossier available for review to the appropriate unit faculty.
- f. The department consulting faculty will receive an invitation via email to review the faculty member's dossier in late September from the chair. The timeline for review of the dossier and due date for receipt of the review letters will be indicated in this correspondence. In the email, the chair will state the Faculty who are required to submit an individually-written review letter for the faculty member. It will be indicated in the email that all others are free to write an individually-written review letter but are not required to do so. The Faculty will be reminded that review letters should be drafted following a thorough review of the professional work documented in the individual faculty dossier in accordance with the rank's Standards of Evidences. All required internal review letters shall be completed and submitted to the chair of October 15.
- g. In accordance with AR 2:1-1, the chair shall add to the dossier all written judgments received, and the chair's written recommendation, and forward that completed dossier to the dean by November 1. Where disagreement occurs between the chair and the consulted faculty concerning a recommendation, the chair shall report this difference with adequate documentation to the dean and also notify the consulted unit faculty regarding such action.

B. Faculty Performance Review for Tenured and Non-Tenured Faculty

1. Performance reviews of faculty must be in compliance with University of Kentucky Administrative Regulations (AR 3:10, <https://www.uky.edu/reg/sites/www.uky.edu/reg/files/files/ar/ar3-10.pdf>)
2. The performance of non-tenured faculty shall be reviewed annually. The performance of tenured faculty shall be reviewed during the first year of biennium with the rating applying for the biennium. Any tenured faculty member, upon request, shall be granted an annual review.
3. A primary purpose of the performance review is individual and institutional self-improvement. To serve this purpose, inputs from students, colleagues, and administrators are to be used. The performance review shall include both a quantitative assessment and a qualitative judgment of the faculty member's activities during the review period in teaching and advising, research and scholarship, university and public service and engagement, and/or other appropriate activities with relative weight based upon prior agreement pertinent to the distribution of effort among any or all of these activities. The Distribution of Effort form(s) *signed* by the chair, the faculty member, and the Dean shall constitute the written agreement upon which the faculty member will be evaluated. If more than one Distribution of Effort exists for the given evaluation period,

the distributions will be determined by average weighting.

4. The initial Performance Review Report is to be generated using Digital Measures (or equivalent software as approved by the College). This report will be in the format designated by the College. Faculty can input data into Digital Measures at any time. The report will be created in a word processing document and therefore should be edited by the faculty member prior to submission to their department chair to correct any possible discrepancies.
5. When assessing the quality of faculty performance based on the performance review portfolio, department chair shall utilize the advice of departmental faculty members. The faculty input may be through an advisory committee or through other appropriate means of faculty consultation, as defined in the department rules document, and consistent with AR 3:10. The chair recommends a rating to the dean, and a final rating is determined in a conference of the chair and the dean. If the dean and chair are unable to agree upon an individual's performance rating, the faculty member shall be informed of the ratings of both the chair and the dean and informed that the rating of the dean is final, unless appealed. After final ratings are determined, there shall be a conference between the chair and each faculty member, focusing upon the faculty member's performance of his or her assignment during the period of review, strengths and weaknesses of his or her assignment during the period of review, strengths and weaknesses, and suggestions for improvement, if appropriate.

C. Promotion and/or Tenure Progress Review

1. Administrative Regulations (AR3:10, <https://www.uky.edu/regis/sites/www.uky.edu/regis/files/files/ar/ar3-10.pdf>) require that chairs consult with the tenured members of the faculty regarding the progress of each non-tenured faculty member toward consideration for promotion and/or tenure in terms of the Standards of Evidences. These discussions should occur before the end of the non-tenured faculty member's second and fourth years but may occur more frequently at the administrator's discretion. The results of these discussions should be communicated to the individual non-tenured faculty member and a record of two- and four-year reviews maintained in the faculty member's standard personnel file.
2. Dossier prepared to support evaluation
 - a. The non-tenured faculty member receiving their two- and four-year reviews must provide an additional promotion and/or tenure review dossier during the annual review process.
 - b. The dossier should align with promotion and/or tenure dossier requirements per AR 2:1-1, Appendix II.
 - c. During the annual performance review process, the chair will provide the faculty member's dossier with consulting faculty for review and feedback.

Note: For non-tenure track series, faculty should consult with the chair.

- #### D. Guided Support for Regular Title Series Faculty promotion from associate to full professor
1. EPE Statements of Evidence will serve as the basis for promotion criteria.

2. EPE will conduct 3rd and approximately 6th year reviews of Associate Professors, to be counted from successful promotion to Associate Professor with tenure or from the time the individual joins EPE as an Associate Professor with tenure. These reviews will be internal to the Department, to inform the Chair as to progress to and readiness of faculty candidate for promotion to full professor. They will follow the same guidelines as the 1st, 2nd and 4th year reviews for Probationary faculty, including submission of:
 - a. Summary statement of faculty member's accomplishments based on each of that person's current DOE areas (up to 2 pages for each area)
 - b. Statement of professional goals for the next 2-4 years
 - c. DOEs for period under review;
 - d. CV;
 - e. Performance reviews for period under review

3. Associate rank faculty will choose a faculty adviser who has already achieved promotion to Full Professor for personal guidance. This person may be from within EPE or from another department. The faculty adviser may be part of the biennial performance review process and will participate in 3rd and 6th (or as mutually designated) year reviews of the Associate Professor.

4. Candidates for promotion from Associate to Full Professor may apply for a one-course reduction in teaching prior to when they anticipate promotion review. This reduction would typically occur within two years prior to planned submission of the promotion review dossier. The purpose of the course reduction is for professional activity and scholarship directly related to meeting the criteria for promotion. The chair of EPE shall decide on approval of the proposed course reduction.

E. Preparation of Departmental Budget

1. The budget is reviewed, managed, and monitored by the Chair and department Budget Officer. The Budget is reviewed at least once a semester by the department faculty. Department expenditures beyond those designated by the University or College for basic operation of the department will be decided upon in consultation with the department faculty.

2. The portion of Salary Reimbursement Funds generated by faculty from external grants and contracts and allocated by the College to the department budget shall be divided for use 50 percent to the faculty who generated the salary savings and 50 percent to the department.
 - a. Faculty may use these salary savings to support their research and teaching.
 - b. The Chair must approve faculty use of the salary reimbursement funds

3. The portion of Facilities & Administration (F&A) realized income returned by the VP of Research to the unit of originating PIs and co-PIs is designated by the department for the use of those PIs and co-PIs to further their research initiatives.
 - a. These funds apply to the *standard* (whether 10 or 16 percent to single/multiple PIs).
 - b. *Supplemental* (2 percent to the PI's department) distributions will remain within the department budget to be determined on an annual basis for research purposes.
 - c. Faculty may use the allocated F&A to support their research expenses.
4. Wethington Awards will be determined according to University and College of Education policy. The department's fiscal share of Wethington Awards will be drawn from the salary reimbursement funds returned to the department.
5. Instructional funds received as instructional fees for Educational Policy Studies and Evaluation courses will be used to support the instructor(s) of the course(s) and other department needs.

APPROVALS FOR PART II

Note: Governing Regulations (GR VII.A.6) require

- (5) Approval by Department Faculty
- (6) Transmittal by Chair to Dean
- (7) Approval by the Dean for consistency with GRs/ARs/SRs
- (8) Approval by the Provost for consistency with GRs/ARs/SRs Approval

of (Preface and) Part I by the Department Faculty:

Enter Date of Faculty Vote to Approve:

_____ Date

Transmittal by Department Chair

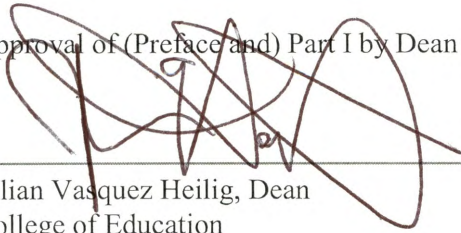
Kelly D. Bradley

12.20.19

Kelly D. Bradley, Chair
Department of Educational Policy Studies & Evaluation

_____ Date

Approval of (Preface and) Part I by Dean



Julian Vasquez Heilig, Dean
College of Education

1/6/19
_____ Date

Approval of (Preface and) Part I by Provost

_____ Date
David W. Blackwell
Provost

Notes and Dates on Previous Reviews and Amendments:

Part III. Written Statements on Evidences Appropriate to Department Disciplines for Use in Promotion and Tenure

The faculty of the Educational Policy Studies & Evaluation (EPE) Department follows the criteria and process for tenure and promotion as set forth in the University of Kentucky Administrative Regulations (AR 2:1-1), effective August 20, 2016. Furthermore, the EPE faculty relies for reinforcement, elaboration, and expansion of statements of evidence for tenure and promotion on the following documentation: “Appointment, Reappointment, Promotion, and the Granting of Tenure in the Regular Title Series” (AR 2:2-1), with attention to “General Criteria for Ranks” (AR 2:2-1 Section V), effective August 20, 2016; “Appointment, Reappointment, Promotion and the Granting, of Tenure in the Special Title Series” (AR 2:4), effective August 20, 2016; “Appointment, Reappointment, and Promotion in the Clinical Title Series” (AR 2:6), effective June 12, 2007; “Lecturer Series Faculty” (AR 2:9), effective June 8, 2010; and this document, an updated version of “EPE Statement on Tenure and Promotion,” circulated December 14, 2010 to EPE faculty.

Regular Title Series

The standards identified here represent types of evidence that will be considered in a promotion and/or tenure review in the Department of Educational Policy Studies and Evaluation for faculty serving in the Regular Title Series. Productivity in the areas of research, teaching, and service should be consistent with identified percentage allocations for activities in a faculty member’s Distribution of Effort (DOE) document. The percentage of distribution in the DOE for Regular Faculty should reflect a primary focus on research and teaching. As a matter of department practice, EPE designates a two/two (2 fall/2 spring) teaching load as the baseline teaching workload [Appendix II” Faculty Workload Policy Statement” (AR 3:8)].

There are three categories of academic performance on which promotion and tenure evaluations are made in the Department of Educational Policy Studies and Evaluation Education. Candidates for promotion or tenure must demonstrate their competence in the following areas:

- I. Teaching
- II. Research
- III. Service

What follows is the approved Statements of Evidence for the Department of Educational Policy Studies and Evaluation to assist faculty in defining the range of their work and providing evidence of that work for promotion and tenure purposes. Candidates are not expected to participate in all the activities listed under each category. Many combinations of activities are possible. Although it is recognized that each faculty member in the Department of Educational Policy Studies and Evaluation will present a different profile of their activities, each candidate must recognize that regardless of rank there must be evidence of excellence in the areas of teaching, scholarship/creative activity, and service.

Illustrative criteria and evidences for teaching, advising, and other instructional activities:

- Courses offered for academic degree credit in EPE: syllabi, assignments, samples of student work, COE peer review of teaching visits, and summaries of student course evaluations.

- Courses offered for academic degree credit beyond EPE in other pertinent university programs and departments: syllabi, assignments, samples of student work, and summaries of student course evaluations.
- Academic advising and masters/doctoral committee work in EPE: summary and roster of advisees or committee participation by EPE degree program; roster of advisees who have completed degrees; awards and recognition for advisees.
- Academic teaching, advising, or other involvement beyond EPE: Teaching in such University of Kentucky-sponsored activities as the Honors Program, the Freshman Discovery Program, and the General Education Program; advising of students in other academic programs, who are conducting work pertinent to the field of educational policy studies and evaluation.
- Academic teaching, advising, or other instructional activities beyond the University of Kentucky: Activities in external programs, organizations, or college and universities pertinent to the field of educational policy studies and evaluation.
- Awards for teaching and/or advising by the University of Kentucky and its affiliated units; by regional, national, and international scholarly and professional organizations.

Criteria for Promotion

From Assistant to Associate Professor (with tenure)

- Comprehensive evidence of teaching effectiveness from student, peer, and self-evaluations.
- Participation in academic advising and service on masters and/or doctoral committees.

From Associate to Full Professor

- Continued evidence as described above, PLUS
- Effective mentoring of masters and/or doctoral students as evidenced by service as committee chair or member, completion rates, and students' subsequent success.
- Additional program or new coursework development that reflects current disciplinary trends.

Illustrative criteria and evidences for research, evaluation, and other creative activities:

- Articles published in peer-reviewed scholarly journals dealing with themes, topics, and issues pertinent to the field of educational policy studies and evaluation.
- Books published by established academic and scholarly presses on topics pertinent to the field of educational policy studies and evaluation.
- Chapters published in books, as part of an anthology or scholarly encyclopedia edited and published by established academic and scholarly organizations and presses on topics pertinent to the field of educational policy studies and evaluation.
- Papers and presentations at scholarly and professional conferences, invited talks, and/or keynote addresses on topics pertinent to the field of educational policy studies and evaluation.

- Application for and acquisition of external funding for sponsored research and/or evaluation grant projects from private foundations or federal and state agencies on topics pertinent to the field of educational policy studies and evaluation.
- Contribution to sponsored research and/or evaluation grant projects from private foundations or federal and state agencies on topics pertinent to the field of educational policy studies and evaluation, demonstrated through the publication of peer-reviewed manuscripts, technical reports, white papers, or other pertinent products.
- Published articles or intellectual contributions to the broader conversation about topics pertinent to the field of education policy studies and evaluation, all pertaining to established research and/or evaluation work, peer-reviewed journals, books, book chapters, conference papers, or as part of sponsored research grant projects.

Criteria for Promotion

From Assistant to Associate Professor (with tenure)

- Demonstrated record of publication within field-appropriate peer-reviewed journals.
- Any additional evidence of scholarly activity highlighted above.
- The trajectory of publications and research activity should provide strong evidence for a record of relatively consistent or increasing research productivity during the probationary period and demonstrate a coherent program of research as the individual moves forward.
- Recognition on a regional or national level as appropriate to the field of assignment, as per “General Criteria for Ranks” (Section V of AR 2:2-1).

From Associate to Full Professor

- Continued evidence as described above, PLUS
- Publication of research and contribution to discourse in a broader range of highly regarded outlets, demonstrating established regional, national and international recognition appropriate to the field of assignment, as per “General Criteria for Ranks” (Section V of AR 2:2-1)
- Funded external grants as principal investigator reflecting a focus in a program of research.

Illustrative criteria and evidences for professional, university, and public service:

- Membership and significant participation in intramural committees, task forces, and initiatives within EPE and the University of Kentucky College of Education.
- Membership and significant participation associated with shared governance at the University of Kentucky.
- Membership and significant participation in intramural committees, task forces, and initiatives within the University of Kentucky and its affiliated academic units outside of the College of Education.
- Membership and significant participation in committees, task forces, and initiatives affiliated with national and/or international scholarly and foundations and organizations dealing with issues and topics pertinent to the field of educational policy studies and evaluation.

- Membership and significant participation associated with local, state, national, and international community groups in projects pertinent to expertise in educational policy studies and evaluation.
- Membership and significant participation in the peer-review process of scholarly work dealing with issues and topics pertinent to the field of educational policy studies and evaluation, including service on editorial boards; as a referee for peer-reviewed journals, books, and/or evaluation activities; as a reviewer for national funding agencies; and/or as a referee for peer-reviewed papers and presentations for national and/or international scholarly conferences.

Criteria for Promotion

From Assistant to Associate Professor (with tenure)

- Assistant professors' primary focus should be on research and teaching. A variety of service activities are encouraged but should reflect a small portion of the total distribution of effort.

From Associate to Full Professor

- Significant professional, university, and public service activity, PLUS
- Participation in leadership roles regarding service and/or administration (e.g., department, college, or university leadership; service on editorial boards; leadership within professional organizations).

Special Title Series

The standards identified here represent types of evidence that will be considered in a promotion review in the Department of Educational Policy Studies and Evaluation for faculty serving in the Special Title Series. Productivity in the areas of research, teaching, and service should be consistent with identified percentage allocations for activities in a faculty member's Distribution of Effort (DOE) document. The percentage of distribution in the DOE for Special Title Series Faculty should reflect a primary focus on teaching, research, and service.

There are three categories of academic performance on which promotion evaluations for Special Title Series Faculty are made in the Department of Educational Policy Studies and Evaluation. Candidates for promotion must demonstrate their competence in the following areas:

- I. Teaching
- II. Scholarship/Creative Activity
- III. Service

What follows is the approved Statements of Evidence for the Department of Educational Policy Studies and Evaluation to assist faculty in defining the range of their work and providing evidence of that work for promotion purposes. Candidates are not expected to participate in all the activities listed under each category. Many combinations of activities are possible. Although it is recognized that each faculty member in the Department of Educational Policy Studies and Evaluation will present a different profile of their activities, each candidate must recognize that regardless of rank there must be evidence of excellence in the areas of teaching, scholarship/creative activity, and service.

Illustrative criteria and evidences for research, evaluation, and other creative activities:

- Application for and acquisition of external funding for sponsored research or evaluation grant projects from private foundations or federal and state agencies on topics pertinent to the field of educational policy studies and evaluation.
- Leadership of and contribution to sponsored research or evaluation grant projects from private foundations or federal and state agencies on topics pertinent to the field of educational policy studies and evaluation, demonstrated through the publication of peer-reviewed manuscripts, technical reports, white papers, or other pertinent products.
- Establishment, development, and/or expansion of a center, institute, or other organization through scholarly endeavors.
- Articles published in peer-reviewed scholarly journals; books published by established academic and scholarly presses; and/or chapters published in books as part of an anthology or scholarly encyclopedia edited and published by established academic and scholarly organizations and presses; papers and presentations at scholarly and professional conferences; all dealing with topics part of the aforementioned sponsored research or evaluation grant projects.

Criteria for Promotion

From Special Title Assistant to Special Title Associate Professor

- Demonstrated record of publication within field-appropriate research or other scholarly outlets.
- Demonstrated ability to acquire external funding supporting the work of faculty and students.
- The trajectory of research or activity should provide strong evidence for a consistent and coherent body of work within the realm of the individual's initial appointment.
- Demonstrated growth or documented increases in revenue and/or resources in connection with a center, institute, or other organization through scholarly endeavors.

From Special Title Associate to Special Title Full Professor

- Continued evidence as described above, PLUS
- Publication of research and/or other scholarly work that, in the opinions of colleagues, administrators, and outside evaluators, the individual is outstanding and has earned national and/or international recognition.
- Ability to acquire interdisciplinary and cross-institutional funding for research and/or other scholarly work.
- Establishment of new revenue sources through scholarly or creative endeavors.

Illustrative criteria and evidences for teaching, advising, and other instructional activities:

- Courses offered for academic degree credit in EPE: syllabi, assignments, samples of student work, COE peer review of teaching visits, and summaries of student course evaluations.
- Academic advising and masters and/or doctoral committee work in EPE: summary and roster of committee participation by EPE degree program; roster of committee service for advisees who have completed degrees.
- Awards for teaching and/or advising by the University of Kentucky and its affiliated units; by regional, national, and international scholarly and professional organizations.

Criteria for Promotion

From Special Title Assistant to Special Title Associate Professor

- Comprehensive evidence of teaching effectiveness from student, peer, and self-evaluations.
- Participation in academic advising and service on masters and/or doctoral committees.
- Supervision of students in center, institute, or other organization.

From Special Title Associate to Special Title Full Professor

- Continued evidence as described above, PLUS
- Effective mentoring of masters and/or doctoral students as evidenced by service as committee chair or member, completion rates, and students' subsequent success.
- Additional program or new coursework development that reflects current disciplinary trends.

Illustrative criteria and evidences for professional, university, and public service:

- Collaboration with P-20 partners on the development and support of initiatives and programs leading to the solution of problems within the realm of educational policy studies and evaluation.
- Development and delivery of professional development opportunities and trainings.
- Membership and significant participation in intramural committees, task forces, and initiatives within EPE and/or the University of Kentucky College of Education.
- Membership and significant participation associated with local, state, national, and international community groups in projects pertinent to expertise in educational policy studies and evaluation.
- Membership and significant participation in committees, task forces, and initiatives affiliated with national and/or international scholarly and foundations and organizations dealing with issues and topics pertinent to the field of educational policy studies and evaluation.

Criteria for Promotion

From Special Title Assistant to Special Title Associate Professor

- Development of collaborations with P-20 partners, both within academia and beyond.
- All other service activities are encouraged but should reflect a small portion of the total distribution of effort.

From Special Title Associate to Special Title Full Professor

- Significant professional, university, and public service activity, PLUS
- Outstanding engagement and collaboration with P-20 partners including the acquisition of external funding to continue the development and support of initiatives and programs.
- Participation in leadership roles regarding service (e.g., department, college, or university leadership; leadership within local, state, national, and/or international organizations).

Clinical Title Series

The standards identified here represent types of evidence that will be considered in a promotion review in the Department of Educational Policy Studies and Evaluation for faculty serving in the Clinical Title Series. Productivity in the areas of research, teaching, and service should be consistent with identified percentage allocations for activities in a faculty member's Distribution of Effort (DOE) document. The percentage of distribution in the DOE for Clinical Faculty should reflect a primary focus on teaching, research, and service.

There are three categories of academic performance on which promotion evaluations for Clinical Faculty are made in the Department of Educational Policy Studies and Evaluation. Candidates for promotion must demonstrate their competence in the following areas:

- I. Teaching
- II. Research
- III. Service

What follows is the approved Statements of Evidence for the Department of Educational Policy Studies and Evaluation to assist faculty in defining the range of their work and providing evidence of that work for promotion purposes. Candidates are not expected to participate in all the activities listed under each category. Many combinations of activities are possible. Although it is recognized that each faculty member in the Department of Educational Policy Studies and Evaluation will present a different profile of their activities, each candidate must recognize that regardless of rank there must be evidence of excellence in the areas of teaching, scholarship/creative activity, and service.

Illustrative criteria and evidences for research, evaluation, and other creative activities:

- Application for and acquisition of external funding for sponsored research or evaluation grant projects from private foundations or federal and state agencies on topics pertinent to the field of educational policy studies and evaluation.

- Leadership of and contribution to sponsored research or evaluation grant projects from private foundations or federal and state agencies on topics pertinent to the field of educational policy studies and evaluation, demonstrated through the publication of peer-reviewed manuscripts, technical reports, white papers, or other pertinent products.
- Articles published in peer-reviewed scholarly journals; books published by established academic and scholarly presses; and/or chapters published in books as part of an anthology or scholarly encyclopedia edited and published by established academic and scholarly organizations and presses; papers and presentations at scholarly and professional conferences; all dealing with topics part of the aforementioned sponsored research or evaluation grant projects.

Criteria for Promotion

From Clinical Assistant to Clinical Associate Professor

- Demonstrated record of publication of within field-appropriate research or evaluation outlets.
- Demonstrated ability to acquire external funding supporting the work of faculty and students.
- The trajectory of research or evaluation activity should provide strong evidence for a consistent and coherent body of work within the realm of the individual's initial appointment.

From Clinical Associate to Clinical Full Professor

- Continued evidence as described above, PLUS
- Publication of research and/or evaluation studies that, in the opinions of colleagues, administrators, and outside evaluators, the individual is outstanding and has earned national and/or international recognition.
- Ability to acquire interdisciplinary and cross-institutional funding for research and/or evaluation studies.

Illustrative criteria and evidences for teaching, advising, and other instructional activities:

- Courses offered for academic degree credit in EPE: syllabi, assignments, samples of student work, COE peer review of teaching visits, and summaries of student course evaluations.
- Academic advising and masters and/or doctoral committee work in EPE: summary and roster of committee participation by EPE degree program; roster of committee service for advisees who have completed degrees.
- Awards for teaching and/or advising by the University of Kentucky and its affiliated units; by regional, national, and international scholarly and professional organizations.

Criteria for Promotion

From Clinical Assistant to Clinical Associate Professor

- Comprehensive evidence of teaching effectiveness from student, peer, and self-evaluations.
- Participation in academic advising and service on masters and/or doctoral committees.

From Clinical Associate to Clinical Full Professor

- Continued evidence as described above, PLUS
- Effective mentoring of masters and/or doctoral students as evidenced by service as committee chair or member, completion rates, and students' subsequent success.
- Additional program or new coursework development that reflects current disciplinary trends.

Illustrative criteria and evidences for professional, university, and public service:

- Collaboration with P-20 partners on the development and support of initiatives and programs leading to the solution of problems within the realm of educational policy studies and evaluation.
- Application for and acquisition of external funding supporting collaboration with P-20 partners on the development and support of the aforementioned initiatives and programs.
- Membership and significant participation in intramural committees, task forces, and initiatives within EPE and/or the University of Kentucky College of Education.
- Membership and significant participation associated with local, state, national, and international community groups in projects pertinent to expertise in educational policy studies and evaluation.
- Membership and significant participation in committees, task forces, and initiatives affiliated with national and/or international scholarly and foundations and organizations dealing with issues and topics pertinent to the field of educational policy studies and evaluation.

Criteria for Promotion

From Clinical Assistant to Clinical Associate Professor

- Development of collaborations with P-20 partners around new initiatives and programs.
- All other service activities are encouraged but should reflect a small portion of the total distribution of effort.

From Clinical Associate to Clinical Full Professor

- Significant professional, university, and public service activity, PLUS
- Outstanding engagement and collaboration with P-20 partners including the acquisition of external funding to continue the development and support of initiatives and programs.
- Participation in leadership roles regarding service (e.g., department, college, or university leadership; leadership within local, state, national, and/or international organizations).

Lecturer Title Series

The standards identified here represent types of evidence that will be considered in a promotion review

in the Department of Educational Policy Studies and Evaluation for faculty serving in the Lecturer Title Series. Productivity in the areas of teaching and service should be consistent with identified percentage allocations for activities in a faculty member's Distribution of Effort (DOE) document. The percentage of distribution in the DOE for Lecturers should reflect a primary focus on teaching and service.

There are two categories of academic performance on which promotion evaluations for Lecturers are made in the Department of Educational Policy Studies and Evaluation. Candidates for promotion must demonstrate their competence in the following areas:

- I. Teaching
- II. Service

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Illustrative criteria and evidences for teaching, advising, and other instructional activities:

- Courses offered for academic degree credit in EPE: syllabi, assignments, samples of student work, COE peer review of teaching visits, and summaries of student course evaluations.
- Courses offered for academic degree credit beyond EPE in other pertinent university programs and departments: syllabi, assignments, samples of student work, and summaries of student course evaluations.
- Academic advising and masters committee work in EPE: summary and roster of advisees or committee participation by EPE degree program; roster of advisees who have completed degrees; awards and recognition for advisees.
- Awards for teaching and/or advising by the University of Kentucky and its affiliated units; by regional, national, and international scholarly and professional organizations.

Criteria for Promotion

From Lecturer to Senior Lecturer

- Completion of five (5) years of continuous full-time service at the rank of Lecturer.
- Comprehensive evidence of teaching effectiveness from student, peer, and self-evaluations.
- Effective advising and mentoring of master's degree students as evidenced by service as committee chair or member, completion rates, and students' subsequent success.
- Additional program or new coursework development that reflects current disciplinary trends.

Illustrative criteria and evidences for professional, university, and public service:

- Faculty within the lecturer title series are not required to have a service component as part of their distribution of effort but may from time-to-time participate in intramural committees, the development of standards or new practices, task forces, or other initiatives within EPE and/or the University of Kentucky College of Education.

Notes and Dates on Previous Reviews and Amendments:

Regular, Clinical Title, and Lecturer Series language adopted by the department on October 31, 2016.

